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ABSTRACT

The West Marin Literacy Project, a project of the Marin County Free Library (San Rafael, California), involved recruitment, retention, coalition building, public awareness, training, rural oriented, tutoring, computer- assisted, intergenerational/family, and English as a Second Language (ESL) programs. The project served a community of under 10,000 people, and targeted the homebound, migrant workers, intergenerational/families, and ESL learners. Tutoring was done one-on-one and in small groups, using the Literacy Volunteers of America (LVA) method. The project served 62 adult learners and provided 2,772 hours of direct tutoring service. The report provides a comparison of actual accomplishments to goals and objectives set forth in the grant application; comparison between proposed and actual expenditures; specific details of activities undertaken; the role the library played in the accomplishment of the goals and objectives; agencies and organizations that assisted in the project; and the impact of the federal project on the ongoing program of the library. Appendices include: recruitment flyers in Spanish and in English, recruitment brochure, program newsletter, tutor evaluation form, library card, and progress chart. (SWC)

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ED 416 884

Marin County Free Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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IR056909

FORM APPROVED
OMB No. 1850-0607
Expiration Date: 11/30/94

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-94-P

Final Performance Report

Part I: General Information

1.

Organizations:
Marin County Free Library
Admin. Bldg., Civic Center #404
San Rafela, CA 94903
(415) 499-6051

2.

Preparer of Report:
Sharon Lopez Mooney
(415) 663-1849

3.

Grant #:
R167A20085

4.

Award:
$35,000
Expended:
$35,000

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

- X under 10,000
- ___ between 10,000 - 25,000
- ___ between 25,000 - 50,000
- ___ between 50,000 - 100,000
- ___ between 100,000-200,000
- ___ over 200,000

2. What type of project was this? (Check as many as applicable)

- X Recruitment
- X Retention
- ___ Space Renovation
- X Coalition Building
- X Public Awareness
- X Training
- X Rural Oriented
- ___ Basic Literacy
- ___ Collection Development
- X Tutoring
- X Computer Assisted
- ___ Other Technology
- ___ Employment Oriented
- X Intergenerational/Family
- X English as a Second Language (ESL)
- ___ Other (describe)_____

3. Did you target a particular population? (Check as many as applicable)

- ___ Homeless
- ___ Hearing Impaired
- ___ Visually Impaired
- ___ Learning Disabled
- ___ Mentally Disabled
- ___ Workforce/Workplace
- ___ Inmates of Correctional Institutions
- X Homebound
- ___ Seniors/Older Citizens
- X Migrant Workers
- ___ Indian Tribes
- X Intergenerational/Families
- X English as a Second Language
- ___ Other (describe) _____

4. If this project involved tutoring, what tutoring method was used?

- ___ Laubach
- X LVA
- ___ Michigan Method
- ___ Orton-Gillingham
- ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring X small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.) English as a Second Language Oral Assessment (ESLOA); Oral English Proficiency Placement Test, English Reading Comprehension, Spanish Reading Comprehension, created by Moreno Educational Company; and Michigan Test of English Language Profiency (MTELP); Slosson Oral Reading Test (SORT).

* Speaking and listening skills increase 50% for all students with 20 or more weeks of study/tutoring.
* Reading skills increased 40-60% for students studying reading depending on their Spanish reading skills when they entered the program (those students with 20 or more weeks in the program).

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? X yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.) Tutors keep on going record of progress which is used in the tutoring sessions to set goals and measure success with the student.
Two students wanting to obtain jobs were successful; one student wanting to learn to read American literature finished reading an American novel; two students were able to improve their positions at work because of improved speaking; 3 parents were able to attend conferences with their child's teacher for a report, in English. Students and tutors monitor these and level improvements regularly.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
X recruitment brochure
___ resource directory
X evaluation report
___ survey
X newsletter(s)
___ other (describe)
flyers

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 62
Of those served, how many received direct tutoring service? 54
How many hours of direct tutoring service did they receive? 2772 hrs
How many new volunteer tutors were trained? 28
How many current volunteer tutors received additional training? 6
How many volunteer tutors (total) were involved? 36
How many non-tutor volunteers were recruited? 1
How many service hours were provided by non-tutors? 15
How many librarians were oriented to literacy methods, materials, and students? 8
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

1. Comparison of accomplishments to goals and objectives set forth.

1. "Continue developing literacy services for the hard-to-reach Hispanic farm worker population and extend services to English speaking learners.

* One-to-one tutoring continues to the isolated learners on ranches.

* Beginning this fall ('93) there will be a traveling story time as a component of the Family literacy class which will travel to 3 different ranch sites once each month for families who cannot travel into town for story time.

* There are two small groups at home/ranch site sessions currently.

* Four English speaking ESL learners are coming to the Freitas Center learning lab to work independently on the computers to improve their English speaking, reading and writing skills.

* There are no first language English speakers in the program currently. Because of the economic and demographic make up of the rural area, the need for literacy for English speakers is minimal or nonexistent. The community college offers on campus GED preparation. They have canceled locally provided services.

2. "Provide volunteer-based, free and confidential literacy instruction to functionally illiterate adults in western Marin County."

* There are currently 33 active tutors giving free and confidential one-to-one or small group sessions to 49 learners.

*

3. "Recruit 50 additional volunteer tutors."

* There were 49 potential tutors trained. 28 trained volunteers became tutors. The population of the area is under 10,000. It is a rural, expensive area in which to live. There is a limited population from which to draw volunteers; many individuals are already committed to some type of volunteer work. Between 30 and 40 active tutors has proved to be a more realistic number for the population size and location.

4. "Register 100 or more adult learners."

* Although it would be possible to register 100 or more adult learners, there are not enough volunteer tutors to serve that large a student enrollment. There were two classes offered which served 17 adults, but only 49 learners can be served at one time by the current 33 active tutors in one-to-one sessions.

5. "Match volunteer tutors with adult learners."

* All available tutors were matched with students.

* All potential learners were not matched with tutors because there are more learners than tutors.

6. "Introduce learners to the free lending library."

* Some tutoring sessions take place in the branch libraries.

* All learners make at least on trip to the branch library with their tutor as part of their sessions.

* All learners are introduced to the idea of a library card and encourage to apply for one as part of their sessions.

2. Comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

Category	Proposed		Actual
Salary	$26,303		$24,675
Travel	300		573
Equipment	0	(repair)	228
Supplies	100		924
Instructional Material	2,850		3,330
Conferences	500		308
Memberships	200		30
Consulting fees	800		550
Postage	175		160
Telephone	400		720
Printing	500		51
Elec. Heat	280		280
Promotion	0		171
Refreshments	0		177
Advertising	0		231
	32,408		**32,408**
Indirect Charges	2,592		2,592
	35,000		**35,000**

3. Specific details of activities.

1. Library materials were purchased: manuals, texts, workbooks, teaching guides, and beginning and intermediate readers.

2. Three ESL tutor trainings were given.

* Dec. 19 there were 8 potential tutors in attendance. Brent MacKinnon was the trainer. MacKinnon's own handbook was used as the

training guide. Cultural information, teaching techniques and resources were the topics.

* Feb. 20 & 27th there were 28 potential tutors trained. Brenda Grey from Literacy Volunteers of America was the trainer. The LVA book I Speak English was used as the manual. Cultural information, teaching techniques and resources were the topics.

* June 19 & 26 there were 13 potential tutors trained. The program Director (West Marin Literacy Project) and a trainer from Marin Literacy Program were the trainers. The Literacy Volunteers of America's I Speak English was used as the manual, along with handouts developed by the trainers.

3. Collaboration

* A collaborative effort to provide a ESL class for preschool mothers was successfully presented. It combined the efforts of Head start's Home Base Program, Papermill Creek Children's' Corner Preschool and West Marin Literacy Project. The class is a combination of adult ESL and family literacy techniques of giving parents reading activities with their children as homework.

* A collaborative effort to provide a Family Literacy Program through the West Marin Collaborative for Healthy Children was developed, wherein West Marin Literacy Project would provide the adult ESL classes and tutors for members of the Family Literacy Program. A needs assessment was developed. It was found that 90% of parents of Spanish speaking students (28-30% of school enrollment) in the school district are not literate in English, many do not speak English, upwards of 30% are non literate in their native language; that many parents are not able, without assistance, to attend ESL classes.

4. Library Role in accomplishment of goals.

The Marin County Free Library is a primary resource and support for West Marin Literacy Project. Administrative backup, grant and moneys development, electronic facsimile access, materials development and site resource are provided generously and according to project need.

The branch library will be the site of a story time in English geared for Spanish speaking children (open to all children) to be given by one of West Marin Literacy Project's volunteer tutors with encouragement and support from the local librarians.

5. Agency and organizational collaboration.

1. Head start

* Head start in cooperation is providing paid child care and some of the monthly parenting presentation for the "Mom's Family Literacy Class". The parenting presentations and ESL curriculum are coordinated with vocabulary and materials.

2. Papermill Creek Children's Corner Preschool

* Papermill Creek in cooperation is providing paid child care and some of the monthly parenting presentations for the "Mom's Family Literacy Class". Parenting presentations and ESL curriculum are coordinated with vocabulary and materials.

3. Catholic Charities

* Catholic Charities paid for the Vocational ESL class that was taught by West Marin Literacy Project ESL instructor.

* Catholic Charities collaborated in developing the Family Literacy Program planned for next year.

4. Healthy Start, Shoreline Unified School District, Catholic Charities, Head start, Papermill Creek Children's Corner, West Marin Health and Human Services, YMCA After School Program, and The bilingual Advisory Council worked together to develop the Family Literacy Program slated for next year.

5. The Bilingual Advisory Council provided an ESL needs statement to West Marin Literacy Project for the Spanish speaking community.

6. Names and locations of libraries.

1. Pt. Reyes Station Branch Library

Pt. Reyes Station, CA 94956

2. Inverness Branch Library

Inverness, CA 94937

3. West Marin School

Pt. Reyes Station, CA 94956

4. Tomales High School

Tomales, CA 94971

7 Impact of the Federal project on the ongoing program of the grantee.

At this time West Marin Literacy Project is the only full service adult literacy/ESL program offered to the local community. The Community College has discontinued its classes offered to survival level English learners, and all other ESL classes offered locally. Catholic Charities is able only to finance one evening ESL class for beginners.

The school district, business employers, ranch employers, the Sacred Heart Catholic Church, Healthy Start program for school aged children, the local preschools and Head Start, and other service providers all refer potential learners to West Marin Literacy Project.

Because of the isolated, rural nature of the area, there is no economic base in the business community to provide funds for the program. The entire program is funded by the Title VI Federal grant. If that money disappears, there is no evident alternate source for funds. The Marin Literacy Council which raises funds for the central urban Marin corridor, is not able to raise funds for the rural area at this time.

"Partners in Literacy" is a program for businesses and individuals to donate money, services and equipment, and receive recognition for their generosity. Their names are listed on the WMLP brochure. At this time the current "Partners" are businesses or organizations which have donated services or equipment to the program. There is also currently an effort to develop a membership base from both the participants (tutors and students) and community supporters. This program is not yet in place.

If at this time, Title VI Federal Funds were withheld, there are no secured moneys for literacy service to the almost 2800 local Spanish speaking residents of rural West Marin County.

Appendix I

Recruitment Flyers in Spanish

PUEDE USTED A APRENDER

INGLES FACIL Y RAPIDO

ESTUDIA A LA HORA QUES QUIERE
DONDE QUIERE (EN TU CASA O UN OTRA LUGAR COMODO)
AL RAPIDEZ QUE ESTA BUENO PARA USTED

LLAMA LA "FREITAS CENTER" O VEN A LA OFFICINA EN OLEMA

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The Public Library

La biblioteca publica

empleado de biblioteca	1. library clerk	seccion de revistas publicaciones periodicas	15. periodicals section
mostrador de chequeo	2. checkout desk	revista	16. magazine
tarjeta de biblioteca	3. library card	estante	17. rack
catalogo tarjetero	4. card catalog	fotocopiadora sacacopias	18. photocopy machine
cajon/gaveta	5. drawer	globo esfera	19. globe
tarjeta informativa	6. call card	atlas	20. atlas
numero de clasificación	7. call number	seccion de referencia	21. reference section
autor	8. author	informacion	22. information desk
titulo	9. title	bibliotecaria	23. (reference) librarian
tema materia	10. subject	diccionario	24. dictionary
fila	11. row	enciclopedia	25. encyclopedia
ficha de reclamo	12. call slip	repisa tablilla	26. shelf
microfilm	13. microfilm		
amplificador de microfilm	14. microfilm reader		

LA BIBLIOTECA A LA FREITAS CENTER

PARA USTED A USAR GRATIS

LEE CON SUS NINOS / LEE PARA TU MISMO

FREITAS CENTER, OLEMA

DIARIO

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BUENA IDEA!

INGLES

FACIL Y RAPIDO

ESTUDIA A LA HORA QUE QUIERE
DONDE QUIERE
AL RAPIDEZ QUE ESTA
BUENO PARA USTED

LLAMA LA OFICINA O
VEN A LA "FREITAS CENTER"
Y LA BIBLIOTECA

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LOS HIJOS Y HIJAS DE USTED NECESITAN AYUDA

USTED PUEDE A APRENDER PARA A AYUDAR

LA SOLUCION ES MUY FACIL

APRENDE ENGLES

GRATIS

ESTUDIA ENGLES CON UN "TUTOR" PARA USTED

A LA HORA QUE USTED QUIERE

LLAMA LA OFICINA DE LITERACY AL "FREITAS CENTER" EN OLEMA

LLAMA: 663-1849

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ESPERA USTED SABER MAS INGLES?
QUIERE USTED ENTENDER LO QUE SUS NINOS ESTAN APRENDIENDO EN ESCULA?
QUIERE USTED UN TRABAJO MEJOR, PERO USETED NO HABLA MUCHO INGLES?

¿A dónde vas tu?
Where are you going?
(uer ar iu GOing)
Voy a la tienda.
I'm going to the store.
(aim GOing tu da stor.
Estoy buscando llantas.
I'm looking for tires.
aim luking for TAiers)

LA SOLUCION ES MUY FACIL!
ESTUDIA INGLES CON UN "TUTOR"
(UNA PERSONA QUIEN ESTA ENTRENADO PARA AYUDARTE APRENDER RAPIDO Y FACILAMENTE)

ESTUDIA A LA HORA QUE USTED QUIERE
EN TU CASA O UN OTRA LUGAR COMODO
AL RAPIDEZ QUE ESTA BUENO PARA USTED

INGLES FACIL Y RAPIDO

LLAMA LA "FREITAS CENTER" O VEN A LA OFFICINA IN OLEMA
663-1849

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Appendix 11

Recruitment Brochure

Marin County Free Library

WEST MARIN LITERACY PROJECT

PROGRAM INFORMATION

The **West Marin Literacy Project** recruits volunteers interested in becoming basic reading, writing and English conversation tutors for neighbors in our area. Those interested in participating in this program should be willing to:

- have an interview with program staff
- participate in a training workshop
- commit to 2 hours per week
- once trained, participate for at least 6 months

Tutors need only know English, and no teaching experience is necessary.

Office Hours
Monday, Thursday, & Friday
10 – 5:30 p.m.
Wednesday 10 – 9 p.m.
and by Appointment

THE FREITAS COMMUNITY CENTER
Sacred Heart Church Hwy #1 in Olema
(415) 663-1849

23

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YOU

can make a

DIFFERENCE

24

The mission of the **West Marin Literacy Project** is to enable adults to acquire skills in speaking, reading and writing in English to achieve their goals and develop their knowledge and potential on the job and in society. **West Marin Literacy Project** is the only complete adult literacy program serving the isolated, rural region of Marin County.

Volunteer tutors are recruited and trained in **ESL** (English as a Second Language), **Basic English** reading and writing skills, and **GED** preparation. One-to-one tutor instruction, small group sessions, and small group thematic classes are the primary modes used. All services and instruction are free and available to all.

LEARNER SERVICES

- One-to-one tutoring for **ESL** (English as a Second Language) **and English Literacy**
- Assistance in **G.E.D.** study
- Interagency training, and support for volunteer tutors
- Computer assisted language instruction
- Tutor and student library
- Testing for Literacy and language skill levels
- Translating and interpreting

Freitas Learning Center

LANGUAGE LAB

- Computers are in place upstairs in the Freitas Center
- Tutor-directed & self-directed Learning programs are available in both Spanish and English
- Access is available for private use in return for an equal amount of volunteer time

PARTNERS IN LITERACY

Community and Business Contributors

Bob Harris, Consultant

Richard Gamble and Associates, Environmental Consultants

Sacred Heart Church Parish

Leah Read Design, Graphic Design

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Appendix III

Recruitment Flyers in English

MARIN COUNTY FREE LIBRARY
WEST MARIN LITERACY
PROGRAM

SERVICES

*ONE TO ONE TUTORING FOR LITERACY AND ESL
*ASSISTANCE IN G.E.D. STUDY
*INTERAGENCY TRAINING AND MATERIALS SUPPORT
*COMPUTER ASSISTED LANGUAGE INSTRUCTION
*RESOURCE & REFERRAL FOR LANGUAGE ARTS
*TESTING FOR LITERACY AND LANGUAGE SKILL LEVELS
*TRANSLATION AND INTERPRETING
*LOCAL JOB DEVELOPMENT

LEARNING CENTER

*FOUR COMPUTERS ARE IN PLACE UPSTAIRS IN THE FREITAS CENTER.
*LEARNING PROGRAMS ARE AVAILABLE IN BOTH ENGLISH AND SPANISH.
*PUBLIC ACCESS IS GRANTED FOR PRIVATE USE IN RETURN FOR AN EQUAL AMOUNT OF VOLUNTEER TIME.
*AS VOLUNTEERS ARE RECRUITED, THE LAB WILL BE OPEN MORE EVENINGS

OFFICE HOURS

OPEN MONDAY THROUGH FRIDAY, 9:30AM-5:00PM
AND BY APPOINTMENT

PROGRAM INFORMATION FOR TUTORS

The West Marin Free Library Literacy Program is seeking volunteers interested in becoming basic reading, writing and English conversation tutors for neighbors in our area. No teaching experience is necessary. Those interested in participating in this program should be willing to:

*have an interview with program staff
*tour the Literacy offices in Olema
*participate in a five hour training
*commit to 1&1/2 hours per week
*once trained, participate for at least 6 months

This program is made possible by a Title VI federal grant for Adult Basic Education and administered by the Marin County Free Library

Please call us at 663-1849

Next training: NOVEMBER 21, 1992

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MAKE A DIFFERENCE ...
VOLUNTEER!

TEACH A NEIGHBOR ENGLISH
TUTOR SOMEONE IN READING

THE WEST MARIN FREE LIBRARY LITERACY PROGRAM IS SEEKING VOLUNTEERS INTERESTED IN BECOMING BASIC READING, WRITING AND ENGLISH CONVERSATION TUTORS FOR NEIGHBORS IN OUR AREA. NO TEACHING EXPERIENCE IS NECESSARY. THOSE INTERESTED IN PARTICIPATING SHOULD BE WILLING TO:

*HAVE AN INTERVIEW WITH PROGRAM STAFF
*GO TO A 5 HOUR TRAINING WORKSHOP
*COMMIT TO 1&1/2 HOURS PER WEEK

NEXT TRAINING: NOVEMBER 21, 1992

CALL FOR INFORMATION

663-1849

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W.M. LITERACY PROJECT

TUTOR TRAINING

Next training: FEBRUARY 20 & 27

Training Includes:

* Instruction for basic tutoring
* Time to browse the Literacy Office, Learning center & Library
* All materials for workshop & tutoring
* Opportunity to get to know other new Tutors

What you need to be a Tutor:

* Willingess to commit to 1 1/2 hr. tutoring session/week
* Participation for at least 6 months
* No experience in teaching is necessary
* No knowledge of a foreign language needed
* Make a call to the Literacy Office to reserve your place

663-1849

CALL TO RESERVE YOUR SPACE

Make a Difference . . . Volunteer!

TEACH A NEW FRIEND ENGLISH!

TUTOR A NEIGHBOR IN READING!

HELP SOMEONE GET A H.S. DIPLOMA!

LEARN COMPUTER SKILLS!

Free training and materials are provided

CALL THE LITERACY LEARNING CENTER IN OLEMA AT 663-1849

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PROGRAM INFORMATION FOR TUTORS

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Please call us at 663-1849

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Appendix IV

Newsletter

A joint program of The San Rafael Public Library and The Marin County Free Library

marin LITERACY program

Fall Quarter 1993 Volume Seven Number Three

Literacy program returns to library Federal grant extended another year

by Barbara Barwood, PROGRAM COORDINATOR

By the time this edition of the newsletter is in print, you may have had a chance to see the new changes in the San Rafael Library. As of the middle of August, we have moved back into our old offices at 1100 E Street. For those of you who only knew us at 901 E Street, we are located on the 5th Street side of the building on the first floor in what used to be called the Webb Room.

The library is looking wonderful! However, due to the many changes made at the San Rafael Library during its retro-fitting and renovation, there will not be as many nooks and crannies available for tutoring. So check in at our office to sign up (on a first come, first served basis) for the spaces available.

The Literacy Program has some good news to share! We have received another year of funding from the US Department of Education in the form of an LSCA Title VI Grant to help us serve the English as a Second Language population. The amount is for $35,000 which pays for slightly more than 50% of our budget. Additional money will come from funds in the Literacy Council account and other individual grants. We will continue to need regular annual fund-raising efforts to stabilize program operations and secure a more solid foundation for the future.

Continued on page 4

HUMAN RACE UPDATE

The final results are in! Details on page 5

You CAN go home again!

by Stella McCready, PROGRAM ASSISTANT

The old saying, "You can't go home again" is certainly not true in our case. We're back at our original library at 1100 E St., and happily, I might add. The powers that be have done a good job of repairing and bringing the Library up to the 1990's. Come visit and look around.

Congratulations tutors! The response in filling out and returning the State Report (CALPEP) has been wonderful!! Keep up the good work! It's important to remember that part of our funding is

Continued on page 4

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NEWS FROM WEST MARIN

by Sharon Lopez Mooney, COORDINATOR

Great News! We were awarded our grant again this year, so we're still in business. We are lucky to have an old guard of tutors in our ranks, and our hats are off to them. They all have given 100 hours or more of volunteer tutoring to the ESL program! We're very proud of them:

Frankie Bellman
Janell Boatwright
Newell Erwin
Janet Osborn
Miriam Stafford-Lindenau
Claire Stevens

It's tutors like these who keep our program alive and inspire the rest of us. Thank you!

Miriam Stafford-Landenau is not tutoring any longer because of illness, but the time, energy and love she put into our students in Nicasio will be valued and appreciated for years and generations to come. She has worked with both adults and children in the Nicasio community and is known and loved by many.

Summer has meant many vacations and trips away, but starting in September, we'll be back in full swing with 11 new tutors from the June class. Welcome to all of you! That makes 35 current tutors and 46 current students. Pretty good for our little community!

The "Mom's Class" for the Head Start moms will begin the middle of September, as well as the intermediate ESL evening class.

Tutor **Lucille Griffiths** is going to provide a traveling storytime for local Spanish-speaking children. She will visit 3 different ranch sites and the Point Reyes Branch Library once monthly. The moms who are studying English will be using the same children's books for their practice time with their children. It's great to have Lucille provide that connection.

There are plans for tutor workshops and gatherings this fall and winter at the Freitas Center, and even some time to just celebrate together, as well. So, I'm rolling up my sleeves. See you then.

TUTOR TIP

Treasure Hunt

Here's a real change of pace for your second language student — make a **"treasure hunt"** of information for them to find.

Make a list of questions about their surroundings, neighborhood, or the mall, the library, the grocery store, etc. Include things they may not have noticed or that you would like them to know. Some examples: What is the name of this library? Does it have an elevator? Where is the circulation desk? Where are the restrooms? It's a good idea to walk through the process with them the first time, then give them an outside homework "treasure hunt" assignment. Besides being fun, another benefit is to help less outgoing students to feel more comfortable in certain surroundings.

From: *Hands-on English* Periodical

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FAMILIES FOR LITERACY

by Jane Iasiello, COORDINATOR

With the San Rafael Public Library closed due to reconstruction and moving, it was impossible to carry on business as usual this summer. So Family Storytimes were incorporated into Hollie's Summer Reading Program, offered weekly for five weeks on Wednesday and Thursday mornings. Now that we are resettled at **1100 E Street**, we are returning to our **Tuesday evening Family Storytime from 7-8 pm at the San Rafael Public Library**, beginning in **October**. Because **Halloween Storytimes** are so well-attended, Hollie will be offering the same program on two consecutive Tuesday evenings, **October 19 and 26**. Come and help celebrate our new meeting room!

Family literacy philosophy is based on the belief that since parents spend time with their children anyway, they may as well be doing activities together that build literacy and pre-literacy skills. Academic terms like *skill building* may sound dry and boring, but, in reality, it refers to fun and games.

The **Draw-and-Write Activity** is one of my favorites because it encourages children's creative expression and records their developing language. Here's how:

Tutors:

- Help your student to ask her/his young child (3-7 years old) to **draw** a picture.
- **Talk** about it. Talking is the key activity, so be sure to ask sincere questions and wait for answers.
- Help your student to **write** exactly what the child says, even if it is grammatically incorrect.
- For example, a squiggly circle with a spattering of brushstroke "footprints" inside is described by a 3-1/2 year old as "a vooter with a tail and some people mad at him because he is leaving and they want a ride." The child, now 17, loves seeing that picture as a memento from her childhood.

Benefits:

- The **adult learner** spends quality time with her/his child, practices taking dictation and nurtures the child's development of pre-literacy skills.
- The **child** gets undivided attention from a parent, has fun drawing, talking and being listened to, and builds self-esteem.
- The **tutor** actively helps to end the cycle of intergenerational low literacy and has a good time in the process!

Give it a try and let me know how it goes.

STUDENT BOOK NEEDS STORIES

Not many of us have had our words published. Students can have that chance! As you plan your lessons, don't forget contributions to our Student Book. Previous books have included stories from childhood, a favorite event or holiday, words about a special person in one's life or a chapter from an autobiography. Be thinking as well about poetry as a possibility. Our deadline is October 30 so we can have it available at our Holiday Open House.

Literacy Office Volunteer

One morning a week, we need someone who is familiar with our program to answer telephones, mail responses to prospective tutors, shelve returned books and work on assigned on-going projects. Sound like your cup of tea? Call Stella or Barb at 485-3318

Artist or Graphic Designer

Needed: a logo for our literacy program for letterhead, business cards, newsletter, etc. Nothing fancy; a fun project for someone more talented than we. Let us know if you're interested.

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Tutor Moments

Georgia Hook's student is now working on her GED certificate. Good Luck to **Lupe**.

Jean Harvey's student **Dina** had a major breakthrough recently, she understood that text/writing is just an extension of thought, verbalization and then pen to paper. She is now able to help one son with his homework, read and respond to notes from his teacher, and read children's books to her little one.

Jeanne Price's student **Carlos** is now interested in reading newspapers and magazines for news instead of relying on TV.

Bunny Sandrock reports that her student is learning to use the English dictionary and is eager to increase vocabulary. "I may also add that it is a joy to teach her and that the 1-1/2 hours we spend together are a highlight of my own week."

Earl Norgard's students **Carmen** and **Dolly** work hard at multiple jobs, COM classes, and completing additional assignments from Earl. "I have observed a heightened sense of self confidence stemming from their excellent grades in COM ESL."

Margaret Harris' student **Tinh** is using the tape recorder to practice pronunciation. Recently he surprised himself when a difficult word came rolling out of his mouth without having to think about the physical mechanics involved. Eureka! A breakthrough!

Karen McKown's student for the first time wrote and read requests that could improve his job performance at a recent meeting with his supervisor. Supervisor was very impressed and so are we — keep up the good work!

C.J. Westrick's student has just written his first business letters for his small business. Keep up the good work both tutor and student!

Congratulations to **Ester** for passing her citizenship test. She and her tutor will be attending the swearing in ceremonies together.

Literacy program returns to library

Continued from page 1

As mentioned in our last newsletter, our targeted student population will continue to be those who need reading and writing skills. Where appropriate, we will refer those who need beginning conversation to the College of Marin, Indian Valley College and other county agencies. We have been developing quite a good referral system with other county agencies, and although there is never enough help for the second language need in the county, all the agencies are working hard to alleviate that situation.

The library and literacy staffs are looking forward to another productive year.

Home Again

Continued from page 1

linked to the completion of these reports. The next series will go out in January, 1994. The good news is that Barbara and I just attended a training for a new and improved version of the CALPEP. We think tutors will be pleased because these new forms will not only serve the State but will also be an important evaluation tool for tutors and students to use together to follow the progress of learners.

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LITERACY LIBRARY

"Books On Tape" — A reminder that we have many books on tape, with an accompanying text, that the student can visually follow while listening to the reader on tape. They are available for students at any level — some are quite sophisticated *(Jane Eyre, Break In, The Spy Who Came In From The Cold, etc.)* and others are less complicated *(Heidi, Grimm's Fairy Tales, etc.)*. These books on tape are available on loan to tutors and students just as is any book in our Literacy Library.

"In The Know" is back in stock and on the shelves. This supplementary reading program is designed for use with adult basic literacy students. The series consists of four student books which gradually increase in difficulty. They contain informational articles on topics of interest to adults. A Teacher's Guide is also available.

Human Race Update

The final results for the proceeds and awards for the Human Race are in.

A total of $6,170 was contributed directly to the Human Race. As a result of that contribution, the Literacy Program received $5,060 from the Volunteer Center. An additional $1,566 was raised in donations directly to the Literacy Program, so the net proceeds yielded $6,626. That is more than 3-1/2 times what we made last year!

Now we can announce our Grand Prize Winners.

1st Place: Pledged Most Money Prize: Mountain Bike from Radio K101	**Janice Anton**	$710.00
2nd Place Pledged Most Money Prize: Brooch from Tabra, Inc.	**Dina McCallion**	$620.00
Honorable Mentions	**Nina Davis**	$530.00
	Holly Adams	$406.00
1st Place Highest Number of Pledges Prize: Jewelry Set from Tabra, Inc.	**Janice Anton**	60 pledges
2nd Place Highest Number of Pledges Prize: Dinner Certificate from California Cafe	**Joyce Mallar**	40 pledges
Honorable Mentions	**Nina Davis**	39 pledges
	Cheryl Tucker	32 pledges
	Eleanor Obenhaus	25 pledges

Special Mention to Committee Co-Chair **Francine Pareles Roberts** who raised $900.00 through 55 pledges, but declined a prize.

(It should be noted that Janice called everyone she knew on the face of the earth, and probably ran up a phone bill larger than her pledge amount! Joyce walked her neighborhood door-to-door, and even managed to get a pledge from Tokyo, Japan.)

Thanks to everyone who took part in a delightful event. And a very special thanks again to **Margaret Harris** and **Francine Pareles Roberts** who co-chaired the effort and to **Cheryl Tucker**, **Virginia Weber** and **Sue Hulley** who chaired the Recruitment and the Booth/Food Committees. We're looking forward to next year!

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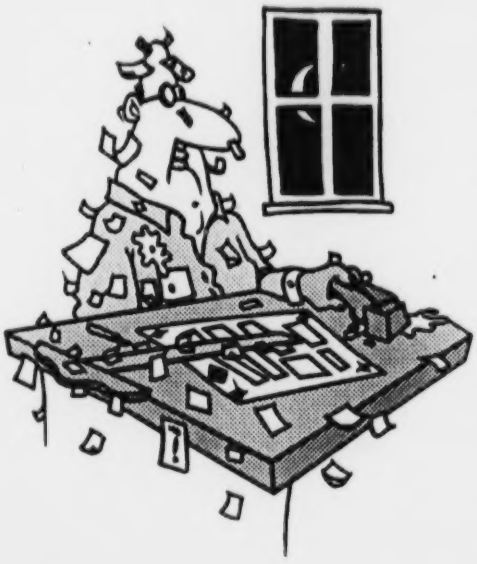
Newsletter has new look

Our help wanted ad worked! Tutor **Joan Solana** told her friend, **Art Merrill**, that we were looking for a volunteer to do our newsletter. Always eager to get involved in worthwhile programs, Art phoned us almost immediately.

Art has an amazing background. A native of New York City, he has done everything from designing, acting and directing on Broadway, motion pictures and TV. The founding editor of Back Stage newspaper, he has also written numerous articles for trade journals, newspapers and magazines. He was Vice President-General Manager of United Hemisphere TV and on radio hosted his own talk show in Miami and Los Angeles. As General Manager of Delta Films International, he worked on major motion pictures and television commercials. For a number of years he was General Manager of the Quality Broadcasting Network in Puerto Rico and was heard daily with Sally Jessy on her show, "Index", produced local television shows and staged and directed a number of major theater musicals.



Arriving in the Bay Area, he changed direction. With a degree in electronics, he taught electronics, computer science and math at Heald College and later turned to desktop publishing and custom programming. He currently operates his own business, Art Graphics in San Rafael, and we are delighted he is contributing his expertise and resources to our literacy newsletter.

COUNCIL MEMBERS NEEDED

The Marin Literacy Council is looking for members. A member must be willing to attend one evening meeting per month, willing to work hard at fund-raising through grants and/or events and interested in promoting literacy through public relations efforts in Marin. If you are interested or know someone who is, contact Bill Mayers at 707 525-7543.

TUTOR INSERVICE REVIEW

July's "Tutor Round-up Inservice" was a success and we've had requests to do it again sometime. It was a casual gathering, preceded by a free book give-away, with ample opportunity for tutors to meet one another, share interesting tidbits, problems and solutions. In addition several tutors demonstrated new ideas that have worked well for them.

August's "Pronunciation" Inservice was also well received — 25 tutors attended. Brent MacKinnon did his usual good job as trainer, and tutors went home with fresh ideas and information.

October's Workshop is still being planned—more info through the mail.

November 13th's Inservice will be focused on Basic Literacy skills using the "Using the Newspaper as a Medium." Look for our advance flyer in the mail.

I would like to encourage those tutors who have not yet taken advantage of these inservices to further improve their tutoring skills to consider attending in the future. It's a wonderful way to get new ideas and techniques, and at the same time, network with other tutors. If any of you wish to have a certain type of inservice, please call us at 485-3318 — we are always interested in new ideas.

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LITERACY PARTNER 'THANK YOU'S

Telephone Committee of one, **Jean Doyle** has called all our tutors to help us update our database.

Office volunteer, **Bonnie Bernardini**, faithfully and delightfully manned our office on Wednesday mornings until she found a paying, part time job. We'll miss you, Bonnie!

Honor Brown has been on call for those mailing jobs (and there have been several).

Have you looked into the possibility of **employee matching funds?** The following 'Thank You's are a result of those requests by tutors and literacy council members.

An employee request from tutor, **Henri Lese** to **Chevron Research & Technology Co.**, resulted in $500.00 for training materials and student workbooks.

Employee matching from **Fireman's Fund** in the amount of $500.00. Request from Council member **Nina Davis**.

Request from tutor, **Geri Bickers** to **Matson Navigation Company**. Donation of $350.00 from the Alexander & Baldwin Foundation.

Marin Rotary Clubs contributed $3,900.00 to the Literacy Program during their literacy fund-raising campaign. The Clubs included **Larkspur Landing, Mission San Rafael, Novato** and **Ross Valley**. And a special thank you to the **anonymous donor** who matched those donations one-to-one.

MARIN LITERACY COUNCIL

by Winston Wood, PRESIDENT

Shortly after the start of library based literacy programs in Marin County in 1985, a citizens advisory committee, the Marin Literacy Council, was formed. Composed primarily of tutors, the group met periodically to discuss the general health and direction of the literacy programs themselves. The Council had no real need for its own publicity, and many people involved in literacy in Marin didn't even know of its existence.

That's all changed in the last year though, as some of the original funding sources for the program have dried up, and the Council has shifted its direction to take an active role in working to replace that funding. Several efforts were undertaken since the beginning of the year to replace the dollars represented by the State grant - which we knew would no longer be available to us. Of several fund-raising activities in which we were involved, the most visible was participation in the Human Race. That event plus a highly successful campaign by the Rotary Clubs of Marin County were of great help to us in seeking to close the budget gap.

Halfway through the year we spent a Sunday at an all day retreat with members of the Library Administration and the Literacy Program Staff in an effort to reposition the Council for maximum effectiveness. For what may be the first time, we now have a set of well-defined goals and objectives, and we're diligently at work to help insure the continued funding for the Marin Literacy Program, both for 1994 and beyond.

SCHEDULE OF EVENTS

Key: *(t)* Tutor Training, *(w)* Inservice Workshop, *(o)* Orientation

September 23 - 25	CA Lit Literacy Conference	Pasadena, CA
September 25 & October 2	*(t)* Tutor Training	Pre-registration necessary
October	*(w)* Literacy Inservice Workshop	To Be Announced
October 14	*(o)* Prospective Tutor Orientation	San Rafael Public Library
October 20 - 23	LVA Literacy Conference	Louisville, KY
November 9	*(o)* Prospective Tutor Orientation	San Rafael Public Library
November 13	*(w)* Inservice Workshop *Using the Newspaper in your Lessons* Brenda Gray	Place to be announced
December 6 or 10 (tentative)	Holiday Open House	San Rafael Public Library
December 8	*(o)* Prospective Tutor Orientation	San Rafael Public Library

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"The opinions expressed herein do not necessarily reflect the positions policy
of the California Library Services Board or the California State Library, nor the Federal Department of Education,
and no official endorsement by these agencies should be inferred."

MARIN LITERACY PROGRAM
San Rafael Public Library
1100 E Street
San Rafael, CA 94901

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029

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West Marin Literacy Project	Sharon Lopez Mooney
Newsletter Editor	Art Merrill
Office Volunteers	Honor Brown, Barbara Polach
Telephone Volunteer	Jean Doyle
Tutor Trainers	Tina Cheplick, Holly Fulghum-Nutters Barbara Halloran, Mary Holden Stella McCready, Eleanor Obenhaus

CURRENT LITERACY OFFICE HOURS:

Monday	Closed
Tuesday	10 - 7
Wednesday	10 - 7
Thursday	10 - 7
Friday	10 - 5

Where To Reach Us

The Marin Literacy Program	485-3318
Families for Literacy	485-3106
West Marin Literacy Project	663-1849

Halloween Family Storytimes

Tuesdays, October 19 & 26, 1993
7-8 pm
At the San Rafael Public Library
Come in costume!

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Appendix V

Tutor Forms

Evaluation
Library card
Progress chart

West Marin Literacy Project *Freitas Center, Box 224* *Olema, California 94950*

Quarterly Tutoring Report

Tutor:
Learner:
Date of Report: From To
# of hours of computer instruction:

Give a brief description of the work you and your learner have accomplished during this last quarter: _____

List the materials that you have used (Print/Software) : _____

What was the result of the above work? _____

What do you intend to Accomplish in the next quarter? _____

Do you need additional materials to accomplish this goal? No Yes
(if yes, list) _____

Reports are due the last week of December, March, June, September

(use both sides)

Learner Response

Do you feel that you have progressed during this last quarter? ____

_____

_____

_____

What has helped you the most? _____

_____

_____

_____

_____

Is your learner's learning style **visual, auditory or kinesthetic**?

If you and your students can travel you should make regular use of the computers at Freitas Center to expand and give variety to your lessons.

Would you like to see and try out the computers? Y N
Phone Number: _____

West Marin Literacy Project
Freitas Center, Box 224
Olema, CA 94950
(415) 663-1849

TUTOR FORMS FOR STUDENTS

STUDENT:

NAME _____ DATE _____
PHONE _____ START DATE _____
MATERIALS USED _____

WERE GOALS MET? _____

STUDENT

NAME _____ DATE _____
PHONE _____ START DATE _____
MATERIALS USED _____

WERE GOALS MET? _____

STUDENT

NAME _____ DATE _____
PHONE _____ START DATE _____
MATERIALS USED _____

WERE GOALS MET? _____

BIBLIOTECA GRATIS DEL CONDADO DE MARIN APLICACION DEL PATROCINADOR

FAVOR DE USAR LETRA DE MOLDE

NOMBRE: _____
APPELLIDO PRIMER NOMBRE

DOMICILIO DE CASA: _____

CAJA POSTAL: _____ CIUDAD: _____ ZIP: _____

TELEFONO DE CASA: _____ EMPLEO: _____

ADULTO: _____ LISCENCIA DE MANEJO DE CALIFORNIA # _____
O
MENOR DE EDAD _____ IDENTIFICACION DE ESTUDIANTE # _____
(MENOR DE 16 ANOS)
SEGURO SOCIAL #: _____

**SU FIRMA COMO PATROCINADOR O COMO PERSONA RESPONSABLE POR UN NINO MENOR DE 16 INCLUYE LA RESPONSABILIDAD POR:

1. REGLAS Y REGULACIONES DE LA BIBLIOTECA GRATIS DEL CONDADO DE MARIN.
2. CONTENIDO DE TODO EL MATERIAL QUE LE PRESTE LA BIBLIOTECA.
3. EL PAGO PUNTUAL DE TODAS LAS MULTAS O COSTO POR EL MATERIAL DE LA BIBLIOTECA QUE SE REGRESE TARDE, ESTE PERDIDO, O DANADO.

LA BIBLIOTECA GRATIS DE MARIN NO SE HACE RESPONSABLE POR DANO INCURRIDO POR LAS MAQUINAS DE AUDIO O VIDEO DE LAS PATROCINADORES.

_____
(FIRMA)

Student name: _____

Tutor Name: _____

ESL student progress chart: an informal assessment tool

Copyright © 1991 Hands-on English

Last update _____

	Speaking fluency	Pronunciation	Listening	Reading	Vocabulary	Writing	Grammar
6	Speech is smooth and effortless	nearly accentless pronunciation	understands even lectures and discussions; takes dictation from unfamiliar text	understands most material; sometimes uses dictionary	idiomatic and extensive	clear expression of ideas with some formal organization	uses advanced structures
5	Speech is sometimes hesitant, but generally smooth; less fluent than native speaker	has an accent, but no important mispronunciations	understands nearly everything in normal conversation; some difficulty with TV or lectures; no words missing or misheard in dictation on familiar text	understands most material with frequent use of dictionary and some questions	usually appropriate and descriptive	expresses ideas with supportive argument; errors do not obscure meaning	uses some advanced structures
4	some hesitation; often rephrases or searches for words	usually can be understood; accent and mispronunciations do not interfere	understands normal speech on familiar topics with occasional repetition; meaning is clear in dictation on familiar text	reads unadapted material, but only with help of dictionary and native speaker	generally appropriate; paraphrases when lacking words	expresses own ideas with effective, complex sentences; errors usually do not obscure meaning	uses intermediate structures; some knowledge of advanced structures
3	hesitant; pausing often disrupts conversation	accent requires careful listening; sometimes leads to misunderstanding	understands careful speech on familiar topics at slower speed; some repetitions needed; meaning fairly clear in dictation, some words missing	usually reads adapted ESL materials	self-expression is limited by vocab; makes some use of all-English dictionary	writes some complex sentences; expresses some of own ideas; errors occasionally obscure meaning	uses some intermediate structures
2	speech is slow, hesitant and uneven; some silences necessary	pronunciation very difficult to understand; must repeat frequently	understands only slow, simple speech on familiar topics; requires repetition; lots of words missing , meaning unclear in dictation	reads controlled dialogues and sentences	basic only; uses bilingual dictionary	writes simple sentences; errors frequently obscure meaning	uses beginning structures; some knowledge of intermediate structures
1	speech is very halting; conversation almost impossible	often unintelligible, even with repeats	understands too little for simple conversation; doesn't take dictation yet	reads basic dialogues and simple sentences only	lack of vocabulary prevents functioning	writes basic sentences only; errors obscure meaning	some knowledge of beginning structures

W.M. Literacy, P.O. Box 224, Olema 94950

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